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ABSTRACT

This document presents standards created for parents, preschool teachers, and child care providers as they endeavor to develop the best learning environment for the 3- and 4-year-old children in Utah. The document is organized in six sections. Section 1 defines the elements of a positive learning environment related to the unique nature of each child, the importance of family involvement, the caring and safe environment, the design of appropriate curriculum and instruction, the assessment of children's learning and development, and the support of social relationships. The remaining sections outline the behaviors and activities in which 3- and 4-year-olds should be involved and include standards, learning objectives, and subobjectives. Section 2 presents standards related to social/emotional development, including self control, the desire to participate and persist in meaningful activities, the ability to collaborate and relate confidently with others, and the ability to participate in and contribute to family, peer group, and community. Section 3 concerns standards related to language and literacy, including oral language development, listening skills, phonemic awareness, understanding and enjoyment of reading, and letter and print awareness. Section 4 offers standards related to cognitive development, including mathematics and science. Section 5 presents standards related to aesthetic development, including visual arts, dramatic play, music, and dance and creative development. Section 6 focuses on motor development, including gross motor development, perceptual motor skills, gross manipulative skills, and fine motor skills. (KB)

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Utah State Office of Education

ED 482 022

Pre-K Standards (Guidelines)

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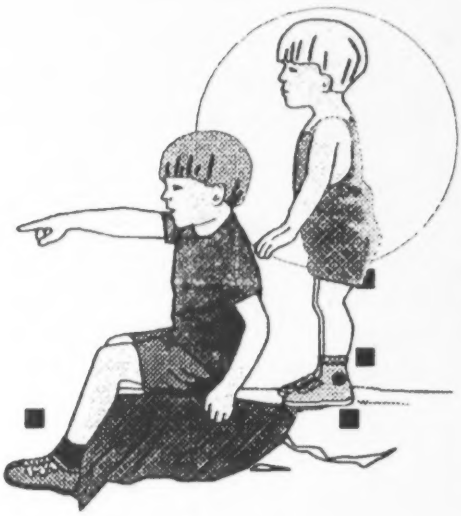

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UTAH EARLY CHILDHOOD STANDARDS (GUIDELINES)

Introduction

These guidelines were created for **parents, preschool teachers, and child care providers** as they endeavor to create the best learning environment for the three- and four-year-old (preschool) children of this state. This document is meant to support those adults who work with children in establishing appropriate activities for the children in their care. **This document is not a mandate, but a set of guidelines for parents and teachers who want more direction in working with three- and four-year old children.** The document is divided into six sections. The first section, **Guiding Principles,** defines the elements of a positive learning environment. The last five sections outline the behaviors and activities that children of this age should be involved in. They are divided as follows:

- **Social/Emotional**
- **Language and Literacy**
- **Cognitive—Math and Science**
- **Aesthetic—Music, Visual Art, Drama, and Dance**
- **Motor**

Guiding Principles

The following guiding principles set the stage for the standards that follow. It is important that parents and early childhood educators understand how children learn, and how to create an environment that fosters learning for all children.

1. **Every Child is Unique**

Every child has a unique mix of characteristics, background, and experiences. When designing instruction, the goal of all early childhood educators should be to consider the child's:

- Age.
- Developmental level.
- Cultural experiences.
- Styles of learning.
- Interests.
- Strengths and talents.

2. **Family Involvement**

This document can be used by **parents** of three- and four-year-olds to support them in their role as their child's first and most important teacher. Children need a variety of experiences that involve their **social/emotional, cognitive, physical, aesthetic, and communication** skills. These guidelines will give parents assistance in structuring

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positive activities for their child in a way that can help them prepare their child for future academic experiences.

When **other adults who work with children** use this document, it is important to note that studies have shown that early childhood programs that involve families are much more successful than those that do not. Every early childhood program should:

- Recognize the importance of the family in the child's life.
- Respect and support the family in its role as the child's first teacher.

Early childhood educators also need to design effective ways to involve parents such as:

- Creating opportunities to volunteer—either at the early childhood program or working on projects at home.
- Holding parent conferences and making home visits.
- Communicating with parents, using—
  - phone
  - written messages
  - e-mail
  - newsletters
- Asking for assistance with special events.
- Inviting parents to be a part of an advisory board.

3. A Caring, Safe Environment

Children's environment should be designed to ensure their emotional, physical, and cognitive growth and safety. Teachers of young children need to recognize the importance of helping each child understand his or her unique strengths and talents. This happens through:

- Fostering consistent, positive relationships.
- Carefully looking at adult/child ratios and the numbers of children in groups.
- Valuing each child.
- Teaching children to respect and appreciate others' abilities, differences, and talents.
- Interacting with children in a warm, respectful way.
- Acknowledging children's progress.
- Inclusion of parents in every aspect of their child's learning.

4. Designing Appropriate Curriculum and Instruction

Children learn from everything they do and everything that happens throughout their day. They learn by doing and they learn best through meaningful activities that are important in their day-to-day lives. This learning is different for each child because of his or her own unique personality, background, and previous experience. Therefore, adults should plan a curriculum that:

- Is appropriate for the children's age group.
- Is based on the needs and interests of the children in their care.
- Supports the children's home cultures and languages.

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- Builds on what children already know and can do.
- Is challenging and interesting.
- Helps children develop social/emotional, communication, cognitive, aesthetic, and motor skills.
- Helps children see themselves as learners.
- Helps foster a love of learning in each child.
- Allows children to be actively involved in their community, in their immediate environment, and with equipment, materials, other children and adults. (Learning should be meaningful, hands-on, and relate to their lives.)
- Is integrated resulting in meaningful connections between traditional areas of study (e.g., children learn reading, math, and science as they read from a picture menu, measure cooking ingredients, and watch ingredients change form as they cook).
- Uses all times of the day (e.g., circle time, free time, outdoor time, transitions, meals and snacks) as learning times.

5. **Assessing Children's Learning and Development**

Assessment of children should be used to guide the teacher's planning and design of instruction and curriculum. Assessment should be:

- Ongoing and meaningful.
- Used to adapt teaching to meet the developmental and learning needs of children.
- Reflective of the progress the child is making towards learning and developmental goals.
- Focused on what children can do and not what they cannot do.
- Appropriate to the age and experiences of the child.

Types of assessment to determine appropriate learning activities for a young child include:

- Observation.
- Anecdotal information (notes that teachers, parents, aides make about events).
- Collections of child's work.
- Performance assessments (observations of child working on specific skills).
- Voluntary information from family.

Young children have rapid and uneven development, making it difficult to always assess accurately. Unfortunately, assessments can be used to inappropriately label or group children—which can impair their development. Again, the uniqueness of every child should be considered. When assessing children, every teacher should weigh the following factors:

- Their styles of learning.
- Their facility in English or their primary (home) language.
- Their stage of language acquisition.
- Their proficiency in their home language as well as English.

It is important that a child's progress is compared to his or her own previous assessment, not other children's progress. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's growth. Teachers should assess

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children in a variety of settings that include independent work, as well as work done with assistance from other children or adults.

6. **Fostering Social Relationships**

A child's development and learning can be enhanced when a child has opportunities to play and work with other children in a variety of settings. Interacting with other children provides a way for them to learn at higher levels of development, and become aware that other children are unique. Learning and social development are enhanced when children have the opportunity to:

- Play together.
- Work on projects.
- Talk with their peers and adults.
- Contribute to other children's growth and understanding through cooperative learning.
- Engage in small group work.
- Learn appropriate social skills.
- Develop a sense of community.

The goal of every early learning environment should be to help children reflect on their own and others' strengths and abilities and realize how exciting the world is for them.

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SOCIAL/EMOTIONAL

Social/emotional competency is essential to the healthy development of the child. It is the "single best childhood predictor" of well-being in adulthood (Hartup1991). The purpose of this section is to assure that children will have experiences and interactions that will assist them in gaining:

- *Self-control.*
- *The desire to participate and persist in meaningful activities.*
- *The ability to collaborate and relate confidently with others.*
- *The ability to participate in and contribute to family, peer group, and community.*

STANDARD 1:	The child controls actions and body in age-appropriate ways.

OBJECTIVES

1. Demonstrates a growing awareness of and the ability to control own emotions.

   - Recognizes and labels own feelings and emotions of self and others, e.g., child notices another child crying and says, "You're sad."
   - Expresses a range of emotions in socially acceptable ways.

2. Demonstrates an ability to wait.

   - Takes turns with peers.
   - Waits for adult attention.
   - Waits a few minutes for gratification or reward.

3. Respects self, others, and property.

   - Refrains from harming or demeaning self, e.g., calling self stupid, hitting own head against something.
   - Refrains from harming others physically or emotionally.
   - Takes care of property.

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4. Demonstrates an ability to work and play within reasonable daily routines and limits.

   - Manages transitions appropriately, e.g., child responds to teacher's request to cleanup, wash hands, in a timely manner.
   - Adapts to changes in routine, e.g., field trips, fire drills, and visitors.

5. Achieves needs and wants in acceptable ways.

   - Asserts own rights and needs, e.g., child says, "It's my turn now."
   - Uses adults and peers as a problem-solving resource.
   - Demonstrates ability to find alternatives to what he or she wants, e.g., child at art table wants feathers to use in a collage—but they are all gone, so he cuts leaves to look like feathers.

6. Demonstrates appropriate responses to stress.

   - Responds to adult intervention in a stressful situation.
   - Uses appropriate techniques to maintain or regain control when stressed, e.g., child goes to a quiet area to regroup.

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STANDARD 2:	The child seeks to understand and to be understood.

OBJECTIVES

1. Balances own needs with those of others.
   - Shares.
   - Helps others.
   - Negotiates use of materials.
   - Participates in seeking solutions to problems.
2. Feels connected with others in home, school, and community.
   - Makes friends.
   - Relates to adults.
   - Has experiences with people in the local community.
   - Recognizes self as an important part of family, peer groups, and community.
   - Begins to understand and appreciate diversity, especially with regard to gender roles, race, culture, disabilities, and age.
3. Shows and accepts concern and assistance.
   - Demonstrates awareness that others have feelings.
   - Volunteers to help or comfort peers when they are hurt or need assistance.
   - Accepts comfort and/or assistance from peers and adults.

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STANDARD 3: The child demonstrates confidence in self and others.

OBJECTIVES

1. Recognizes own strengths, positive behaviors, and accomplishments.
   - Expects to be successful.
   - Shows pride in efforts.
   - Accepts positive input from adults and peers.
2. Desires to be independent; is not overly dependent on peers and adults.
   - Uses new skills.
   - Makes own decisions; is not unduly influenced by peers.
   - Separates from primary caregiver without resistance.
   - Feels comfortable alone, and in small or large groups.
   - Gets help from others when needed.
3. Demonstrates resilient behavior.
   - Shows persistence when undertaking a new task.
   - Continues to try after disappointment, failure, or minor rebuff/rejection.

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STANDARD 4:	The child demonstrates curiosity, enthusiasm, and joy in learning.

OBJECTIVES

1. Shows a desire to explore.
   - Finds new things interesting.
   - Asks questions.
   - Uses materials and equipment in a number of ways.
   - Participates willingly in a variety of classroom experiences.
2. Shows enthusiasm for the work of self and others.
   - Invites others to view work.
   - Shares ideas.
   - Plans own activities.
   - Finds material needed for a task.
   - Joins group activities.
   - Demonstrates interest in the comments and work of others.

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STANDARD 5:	The child interacts with others in an increasingly complex manner.

OBJECTIVES

1. Uses verbal and/or nonverbal means to communicate with others.

   - Responds to verbal and nonverbal social cues, e.g., child returns a smile when smiled at, child leaves peer alone when he/she says, "No!"
   - Listens to and watches others.
   - Modifies behavior when given feedback, e.g., child quiets when adult puts finger to lips in "shhh" gesture.
   - Expresses ideas, wants, and needs.
   - Responds to as well as offers invitations to join others in play or work.
   - Appropriately greets adults and peers.

2. Demonstrates strategies necessary for social involvement.

   - Progresses through the levels of play: **solitary**—plays alone; **parallel**—plays alongside peer, but independently; **associative**—plays somewhat interactively but with separate intent; **cooperative**—plans and participates in joint decision making.
   - Demonstrates group entry and exit skills, e.g., watching what is happening, choosing appropriate ways to join or exit play, using other children's names.
   - Sustains ongoing play with ideas and compromises, e.g., child says, "Now instead of riding in cars, let's pretend this is a ship," when interest wanes.
   - Participates in simple group games and discussions.
   - Acts as both leader and follower in activities.
   - Plays with minimal adult supervision/intervention for an appropriate length of time.
   - Generates ideas for play.
   - Adapts to peer ideas and play.

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LANGUAGE AND LITERACY

Speaking and Listening

*Language proficiency is a key to **all learning** for the preschool child. It is important that students **learn** language, learn **about** language, and learn **through** language simultaneously. Children develop oral language expertise by using the above language process to learn about themselves and their world in all settings. Language allows children to make new connections between their own ideas and the ideas of others. Speaking is an important learning tool for all subject areas.*

STANDARD 1:	The child develops oral language through speaking.

OBJECTIVES

1. Demonstrates speech that is understandable.
   - Talks so an unfamiliar adult can understand.
   - Produces most age-appropriate sounds correctly—may have some substitutions or omissions.
2. Demonstrates use of most grammatical rules.
   - Self-corrects ungrammatical speech.
   - Generalizes grammar rules to words correctly and incorrectly, e.g., "foots" for feet, "goed" for went, "her" for she.

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STANDARD 2:	The child uses appropriate language in a variety of situations.

OBJECTIVES

1. Demonstrates use of social conventions in language.

   - Uses language to make requests for objects and information.
   - Uses polite words and phrases, e.g., please, thank you, excuse me.
   - Uses language and vocabulary appropriate to different situations, e.g., home language, playground language, classroom language.
   - Negotiates with adults and peers, e.g., "You build with the blue ones and I'll build with the red ones."
   - Shares ideas and information with others.

2. Demonstrates use of turn taking in conversations.

   - Shows interest in listening to and talking with others.
   - Enters conversations appropriately, e.g., speaker, listener.
   - Waits to take a turn when others are talking.

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STANDARD 3: The child uses language to maintain topics and tell narrative events.

OBJECTIVES

1. Demonstrates an increasing ability to talk about the same topic.

   - Shows understanding of topic by talking about events or things that relate to it.
   - Continues to talk about one topic for several turns with a peer or adult.
   - Asks questions to gain further information or clarify existing information about topic.

2. Demonstrates use of language to retell stories and relay events.

   - Responds to questions about events with a sequence of beginning, middle, and end.
   - Role-plays characters and events in stories.
   - Tells key elements in a storyline, not necessarily in sequence.
   - Tells past events in sequence with beginning, middle, and end.
   - Uses language to predict or anticipate future events, e.g., "when I go to Grandma's I'll..."
   - Uses language to discuss events or objects that have not yet been directly experienced, e.g., farm, zoo, ocean.

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STANDARD 4:	The child uses a diverse vocabulary.

OBJECTIVES

1. Uses vocabulary to share knowledge of concepts.

   - Uses comparative words while observing and exploring, e.g., bigger, faster, strongest, nicest.
   - Learns and uses descriptive words while observing and exploring, e.g., blue, hard, soft.

2. Learns words through new experiences with adults, peers, and books.

   - Uses words learned during a variety of activities, e.g., trips to the farm, store, zoo, pediatrician, and playground.
   - Understands new words introduced through stories, nonfiction, poems, and nursery rhymes.
   - Shows beginning abstract thinking with phrases, e.g., "I wonder," "hope," "think," "once upon a time."

3. Uses words to express a range of feelings.

   - Understands and uses words that express his or her own emotions, e.g., sad, mad, happy, excited, love, hurt.
   - Labels the emotions of other children or adults.
   - Begins to understand jokes, riddles, and humorous situations.

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STANDARD 5:	The child develops oral language and understanding through listening.

OBJECTIVES

1. Listens actively.
   - Follows one- and two-step directions.
   - Listens and responds to conversation.
   - Listens to gain information.
   - Listens for a specific purpose, e.g., retells parts of a story, follows directions, shares information.

2. Uses prior knowledge to comprehend information and construct meaning.
   - Uses illustrations to aid understanding, e.g., book illustrations, posters, advertisements, and logos.
   - Creates mental pictures from what is heard.
   - Makes connections between personal experiences and what is heard.

3. Makes predictions, confirms meaning, and develops comprehension skills.
   - Anticipates the flow of events, e.g., when music is played, it's time to clean up; it's bedtime so I must brush my teeth and dad will read me a story.
   - Determines the accuracy of predictions.
   - Makes new predictions as information is added.
   - Draws reasonable conclusions.
   - Asks questions to verify meaning.
   - Retells events to confirm meaning.

4. Recognizes and predicts language patterns.
   - Explores patterns in language and text, e.g., pattern books, nursery rhymes, chants, songs.
   - Predicts what will come next in an ongoing pattern, e.g., Miss Mary Mack, Mack, Mack, /All dressed in black, black, black.

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STANDARD 6: The child begins to develop phonemic awareness.
Definition: *Phonemic awareness is the ability to hear distinct letter sounds in words. For preschoolers, the emphasis is on beginning sounds of words and rhyming sounds.*
CAUTION: This should be done through ongoing conversations, storytelling, songs, rhymes, etc., not through flash cards, worksheets or other drill and practice activities.

OBJECTIVES

1. Participates in activities that emphasize rhyme, rhythm, and repetition.

   - Listens to chants, nursery rhymes, poetry, songs, and finger plays that have rhythm and repetition.

   - Recognizes some rhyming words in a sentence, e.g., rhyming songs, chants, nursery rhymes, pattern books.

2. Increases awareness of letter sounds.

   - Listens to rhymes, stories, and songs that repeat initial consonants in neighboring words—*alliteration,* e.g., Tikki, Tikki, Tembo, Brown Bear, Brown Bear.

   - Creates silly sound games by substituting one sound for another, e.g., bubblegum, bubblebum, gugglebum, bumbleyum.

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Emergent Reading and Writing

*Children need daily opportunities to **observe** purposeful reading and writing. They need uninterrupted time to independently **explore** reading and writing in an environment where literacy materials are freely accessible. Children need the opportunity to **interact** with both adults and children as they develop language and literacy skills.*

*Meaningful and relevant literacy activities can be incorporated into all activities of the day. The child's environment should include many displays and examples of print that have meaning and purpose for the child. The **individual** literacy development of each child needs to be recognized, valued, and encouraged.*

STANDARD 7:	The child develops an understanding and enjoyment of reading through shared experiences with others.

OBJECTIVES

1. Values reading as an important part of life.
   - Listens to a variety of literature, e.g., picture books, chants, fiction and nonfiction, poetry, folk and fairy tales, songs, plays, experience charts, informational text.
   - Participates in guided discussion of read-alouds and experiences.
   - Responds to stories with enthusiasm and interest.
   - Participates in and helps create a print-rich environment, e.g., book center, writing area, charts, display of child-generated messages, labels of objects and centers, use of print to communicate information.
   - Engages in classroom literacy activities, e.g., puppets, flannel-board pieces, listening center, literacy center.
2. Demonstrates an understanding of concepts of print.
   - Recognizes front and back of books.
   - Begins to understand that books are read left to right, top to bottom, front to back, beginning to end.
   - Distinguishes between picture and print.
   - Begins to understand concepts of letter, word, and page.
   - Associates spoken words and concepts with written language.
   - Responds to environmental print, e.g., signs, labels, food packages.

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STANDARD 8.	The child develops awareness of the letters of the alphabet.

OBJECTIVES

1. Becomes familiar with alphabet letters.

   - Listens to frequent readings and recordings of ABC books, e.g., Chicka, Chicka, Boom, Boom, Eating the Alphabet, Dr. Seuss's ABC, The Frog Alphabet Book.

   - Participates in guided and playful exposures to the alphabet, e.g., refrigerator magnet letters, bathtub letters, letter puzzles, drawing letters in gelatin, in sand, with colored chalk.

2. Begins to identify letter names.

   - Begins to identify some letters in his or her name and parents' or siblings' names.

   - Begins to identify some letters, and words in environmental print—STOP, EXIT, Cheerios, McDonald's.

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STANDARD 9:	The child uses concepts of print to create text.

OBJECTIVES

1. Understands the purpose of print.

   - Understands that print has meaning.
   - Observes the relationship between spoken and written language (understands that spoken words can be written and written words can be said).
   - Recognizes varying formats and purposes of print, e.g., letters, lists, recipes, menus, labels, stories.

2. Participates in a variety of writing activities.

   - Progresses through stages of writing—scribbling, drawing, letter-like marks—to relate thoughts and experiences.
   - Participates in shared writing, e.g., writing a story about a trip with a parent, writing a daily message with a teacher.
   - Accepts all stages of writing from scribbling to standard.
   - Engages in daily writing opportunities as part of play, e.g., menus, lists, greeting cards, letters, envelopes, checks, art work.
   - Expresses and shares ideas in pictures and print.
   - Begins to understand that print is written from left to right, and top to bottom.
   - Shares writing with others.

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COGNITIVE

Math

Children need many opportunities to play with the concepts of numbers and shapes, and to learn how math helps them understand their world. Teachers of young children need to be aware that every new math concept needs to be taught concretely (hands-on or with manipulatives), then pictorially (pictures of real objects), and finally through numerals. Most of the math concepts taught for preschool children should focus on hands-on, everyday experiences.

STANDARD 1:	The child begins to demonstrate an understanding of numbers in his or her world.

OBJECTIVES

1. Recognizes and develops an understanding of numerals in their world.

   - Matches identical simple symbols or shapes, e.g., squares, squiggly lines, crescents.
   - Matches the same numerals, e.g., 1-1, 2-2, 6-6.
   - Recognizes and names some numerals between 1-10.
   - Identifies the use of numerals in the environment, e.g., house numbers, phone numbers, numbers in grocery stores.

2. Demonstrates an understanding of numbers through counting, patterning, and grouping.

   - Counts to 5 and attempts to count to 10.
   - Sorts objects into groups by characteristics or attributes.
   - Matches similar patterns.

3. Develops an understanding of what numbers represent.
   - Counts out loud while pointing to objects, e.g., counting toes, buttons, family members.
   - Matches a set number of objects (people eating dinner) to another set of objects (fork) developing a sense of one-to-one correspondence.
   - Matches some numerals with the correct number of objects in simple activities, e.g., 1 = one head, 2 = two hands, card games, computer games.

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STANDARD 2:	The child demonstrates an understanding of shapes and finds many examples.

OBJECTIVES

1. Begins to understand the concept of common shapes.

   - Matches simple shapes, i.e., circle and square.
   - Points to common shapes when asked.
   - Names common shapes.
   - Creates common shapes with a variety of material, e.g., clay, paper, drawing.

2. Recognizes that things in the world have shapes.

   - Makes shapes through different activities, e.g., tracing, making shapes with body, using blocks.
   - Explores and plays with objects that have simple shape, e.g., balls, blocks, Legos, Duplo blocks, different shapes of paper, puzzles, parquet tiles, magnetic shapes.
   - Matches objects to shapes, e.g., clock—circle, tile—square.

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STANDARD 3:	The child begins to demonstrate an understanding of things in comparison.

OBJECTIVES

1. Uses comparisons.

   - Compares a part of something to its whole, e.g., a part of an apple to a whole apple, the front of the book to the whole book.
   - Starts to use fraction words such as "half."
   - Talks about what happened first, next, and last, e.g., a story, a description of an event.
   - Understands sequence words: first, second, third.
   - Compares small groups and large groups.
   - Understands small, medium, and large, e.g., puts containers in order--smallest to largest.
   - Sorts by using numbers, e.g., number of holes in a button, number of dots on dice or dominoes.
   - Begins to understand comparative terms, e.g., least, most, some, all, few, and many.

2. Starts to become aware of how things are measured.

   - Understands various aspects of time, e.g., how long an activity takes, what yesterday, tomorrow, day, and week mean.
   - Measures items by repeating objects that are familiar to the child, e.g., how many hands, feet, pencils, beans.
   - Explores a variety of measurements, e.g., length—how long is this, volume—how much does this hold, weight—how heavy is this, temperature—how cold is this, time—how long is this.
   - Uses standard measuring tools to measure with, e.g., measuring cups, rulers, scales.

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STANDARD 4:	The child uses patterns and information to construct meaning about his or her world.

OBJECTIVES:

1. Demonstrates an understanding of patterns and relationships.

   - Sorts objects into groups with similar attributes or characteristics, e.g., all the red things, all the square things, all the 2s.
   - Explores patterns while playing with concrete materials, e.g., colored blocks, cut-up straws, cuisenaire rods, mosaics.
   - Creates alternate patterns, e.g., red, blue, red, blue; triangle, square, triangle, square.
   - Predicts the next item in a pattern.
   - Recognizes missing parts in puzzles or patterns.

2. Collects and shares information using math concepts.

   - Gathers information about something that interests him or her, e.g., counts legs on bugs or spiders, compares size and colors of plants, animals.
   - Constructs graphs using information about experiences, e.g., puts stickers on a chart for the way he or she comes to school—bus, car, bicycle, walking.

3. Begins to make predictions based on previous experiences.

   - Predicts the end of a story based upon previous life experiences.
   - Predicts what the result of learning activities will be, e.g., which object will weigh the most, which plant will grow the tallest.
   - Predicts the results of a class survey when creating a graph, e.g., what will be the most popular cereal, what is the most common kind of shoe, what kind of clothes do we wear in the winter.

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Science

*Children are naturally curious. The world is full of wonders for each child to discover and explore. Through **observations**, children will start to become true scientists as they learn to watch what happens in their world. Adults who work with children can help them make **connections** and understand how science is a part of their world. Children are excited about their discoveries and will want to **communicate** about them with their classmates and important adults in their lives. The teacher will guide them in all the ways they can share their discoveries. It is important to note that the most effective way to teach science to young children is to let them discover for themselves the exciting happenings in their world.*

STANDARD 1:	The child **observes** objects and processes in the surrounding world.

OBJECTIVES

1. Develops a sense of curiosity about what things are and how they work.

   - Participates willingly in a variety of experiences, e.g., field trips, walks, centers, explorations.
   - Asks questions and shares examples about what is learned.

2. Actively participates in exploratory activities, e.g., mixing colors, jumping and sorting through autumn leaves, sliding in the snow, planting seeds.

   - Shows respect for all living organisms.
   - Uses and cares for science equipment as taught, e.g., magnifying glasses, eyedroppers, magnets.
   - Uses senses to learn about objects and events, e.g., listening to the rain, smelling the rain, touching the rain.

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STANDARD 2:	The child begins to understand **connections** in science events and natural processes.

OBJECTIVES

1. Makes comparisons and connections among things observed.

   - Observes what happens in different seasons, e.g., animals' fur grows, plants are different colors, we wear different clothes.

   - Makes connections between self and others, e.g., how do I grow—how do animals grow, where do I live—where do my friends live.

2. Begins to notice patterns and the sequence of processes and events.

   - Discusses things that have patterns, e.g., seasons, events in the day.

   - Explores the stages of changes, e.g., growth in people, plants, and animals; cooking.

3. Begins to predict future events based on previous experiences, e.g., what will the snow do, what will heat do, what will happen when I grow.

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STANDARD 3:	The child begins to **communicate** about his or her discoveries and explorations.

OBJECTIVES

1. Explains verbally the results of his or her observations.

   - Describes what happened in an experience.
   - Offers explanations for events—although they may not always be accurate, e.g., "I got wet because of the rain," "The ice melted because it was in my pocket."

2. Shares information about events and processes in a variety of ways.

   - Represents and/or demonstrates observations using real objects or pictures, e.g., select toy animals, or pictures of animals seen at the zoo.
   - Creates simple graphs or drawings, with adult help, that show the results of experiments or explorations, e.g., make a chart showing how many children have shoes that have Velcro, ties, buckles, etc.

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AESTHETIC

Visual Arts

Every art activity should be an opportunity for young children to explore a process, to experiment with materials, to create in their own way by following their own ideas, and to feel successful according to their own measures of success. For the preschool child, it is the process of creating that is important, not the product. For this goal to be realized, art activities must be open-ended activities.

STANDARD 1:	The child uses a variety of art materials and shows progress in the development of art skills through explorations and purposeful experimentation

OBJECTIVES

1. Creates art products with a variety of materials.

   - Uses a variety of materials, e.g., crayons, paint, glue, paper, clay or play dough, string, and various collage materials.
   - Seeks out additional supplies to add to art projects (e.g., leaves, twigs, pinecones, feathers, seeds, flowers, pebbles, etc.).
   - Learns appropriate places to use art mediums, e.g., paper, easels.

2. Progresses through the developmental stages of drawing.

   - Scribbles.
   - Recognizes forms.
   - Combines lines and spaces to create a design.
   - Makes shapes that are recognizable.
   - Puts shapes and lines together and labels the finished product.
   - Plans ways to put shapes together to represent something.
   - Creates recognizable objects, e.g., stick person, ball.

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3. Shows progress through developmental stages of painting.

- Experiments with paint, usually by covering the entire page and mixing colors.
- Separates colors, tries different ways to use the paintbrush.
- Leaves white spaces, continuing to separate colors.
- Creates shapes by enclosing space and using the white space and colors.
- Plans ways to fit shapes together and make designs.
- Puts shapes, colors, and spaces together to make objects; names the creation.
- Plans the way ideas will be represented with paint.

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Dramatic Play

Play is a critical component in nurturing young children's intellectual, physical, emotional, and social development. Through dramatic play, children are given opportunities to understand the world, interact with others, express and control emotions, and develop their problem solving capabilities. Dramatic play involves taking on a role and engaging in imitative behavior. It allows children to try out different roles and adjust to working together. Although housekeeping is a common theme for dramatic play, children also act out other roles of real and imaginary characters. Children arrange their environment to bring their ideas to life.

STANDARD 2:	The child uses dramatic play to explore emotions, relationships, and imagination.

OBJECTIVES

1. Develops positive self-image through successful participation in dramatic play activities.
   - Shows pleasure and delight in pretend situations.
   - Uses dramatic play to try on adult roles.
   - Explores what it might feel like to be someone else.
   - Acts out real situations for better understanding.
   - Develops conflict resolution skills through role plays.
2. Explores and creates a variety of play themes.
   - Acts out different roles in a variety of centers, e.g., restaurant, hospital, home, business, school.
   - Pretends or acts out a variety of actions of characters in stories, poems, nursery rhymes, songs, etc.

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Music

Music is a natural motivator that attracts and moves children. It promotes creativity, thinking, and joy. Music enhances every aspect of learning. Music offers children expression for their social/emotional, physical, and cognitive development. Music provides an outlet for young children's enthusiasm and energy. Exposure to music in a variety of ways will create a lifelong appreciation for music.

STANDARD 3:	The child participates in a variety of musical activities that promote the development of music skills and appreciation.

OBJECTIVES

1. Explores the voice and body as instruments of musical expression.

   - Participates in group singing.
   - Plays cooperative musical games, e.g., London Bridge, Go In and Out the Window.
   - Expresses joy and other emotions through music.
   - Shares music of a variety of cultures.
   - Uses body to express music, e.g., clapping, marching.

2. Creates music through improvising and experimenting with a variety of musical instruments.

   - Develops listening skills by noticing changes in tempo or pitch, e.g., adapting one's dancing or clapping to shifts in tempo or beat.
   - Expresses joy and other emotions through musical instruments.
   - Explores a variety of instruments, including those used in different cultures.

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Dance and Creative Movement

Dance and creative movement are ways for children to share what they feel with their whole body. Dance and creative movement give children a way to move and create at the same time. Children also use dance and movement as a way to learn about events and processes. Adults who work with children are encouraged to provide time for children to explore their world through dance and movement.

STANDARD 4:	The child engages in dance and creative movement.

OBJECTIVES

1. Participates in rhythm movements.

   - Claps hands in rhythmic movements.
   - Uses hands to hit knees, body, or head in rhythmic movements.
   - Marches, walks, skips, gallops, and jumps to a rhythmic beat.
   - Performs more complex movement patterns while singing, chanting, or listening to music.

2. Uses creative movements to understand new concepts.

   - Does hand actions or dances to songs or music like "Itsy, Bitsy Spider" or "Flight of the Bumble Bee."
   - Represents people, animals, and objects through creative movements.
   - Explores events through dance and creative movement, e.g., a flower growing, rain, wind, riding a horse.

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MOTOR

Movement is an essential component of a child's development. Movement enhances growth and development, increases body awareness, provides children with confidence, and, of utmost importance, enhances learning. The acquisition of the motor skill is primarily dependent on neuromuscular development that occurs within a wide normal range. This section is an attempt to sequence motor skill development through the ages of 3-5. They will be accomplishing tasks and showing behavioral characteristics of a wide age range. Maturation and development are as individual as each child's response to the world. It is important that provisions be made for indoor as well as outdoor physical activity.

STANDARD 1:	The child develops age-appropriate gross motor skills.

OBJECTIVES

1. Develops and demonstrates a sense of balance.
   - Stands on toes.
   - Participates in activities that focus on balancing, e.g., standing on one foot, balancing on alternate feet.
   - Walks along line or balance beam for a few steps.
2. Shows progression in locomotion skills.
   - Walks in different directions, i.e., forward, backward, sideways, up, and down, in daily activities.
   - Runs forward, starting and stopping with ease.
   - Participates in jumping games or activities.
   - Hops during play and dance activities.
   - Begins to gallop as a form of movement.
   - Pedals a tricycle.

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STANDARD 2:	The child develops age-appropriate perceptual motor skills.

OBJECTIVES

1. Develops awareness of the properties of his or her body.

   - Shows knowledge of the following body parts:

     - Nose, hands
     - Fingers, toes, back, knee, chin, stomach
     - Teeth, heel, fingernails

   - Draws a person that includes face, legs, feet.

2. Begins to show knowledge of directionality and laterality.

   - Responds correctly to the following directions—on, in front of, beside, under, over, above, below, and behind.

   - Knows right and left are opposites, but has not mastered which is which.

3. Shows progression of spatial relationship knowledge.

   - Plays with a variety of puzzles.

   - Uses blocks for creative play and to reproduce known structures.

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STANDARD 3:	The child uses age-appropriate gross manipulative skills.

OBJECTIVES

1. Participates and shows progress in throwing.
   - Rolls large balls to partners.
   - Throws at target or through hoop.
2. Participates and shows progress in catching.
   - Catches a rolled ball between legs.
   - Catches a ball thrown by an adult.
   - Catches smaller balls.
3. Participates and shows progress in bouncing and catching.
4. Participates and shows progress in kicking.
   - Shows readiness for kicking by standing on one foot.
   - Kicks a large, still ball.
   - Kicks a gently rolling ball.

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STANDARD 4:	The child develops fine motor (eye-hand coordination) skills.

OBJECTIVES

1. Shows development of paper-pencil tasks.
    - Holds writing utensil using fisted grip.
    - Uses one hand consistently in most activities.
    - Paints stroke marks, dots, and circular shapes on easel.
    - Uses writing utensil using immature but not fisted grip.
    - Copies first name.
    - Holds utensil using correct grip.
2. Shows development in two-handed activities.
    - Manipulates clay materials, e.g., rolls, balls, snakes, cookies.
    - Snips paper randomly.
    - Strings large beads.
    - Pours liquid from small pitcher into cup sitting on table.
    - Begins to cut paper or fabric along lines or in simple shapes.
    - Shows development in self-care skills, e.g., zip, button, snap, and lace.
    - Folds paper in half and creases it.

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